

Wisconsin Guidance No Child Left Behind Act of 2001 (NCLB), Title II Part D: Enhancing Education Through Technology (EETT) Competitive Program

FY 2011-12 Application Guidelines

May 2012

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Applications for Enhancing Education Through Technology subgrants must be delivered to the Department of Public Instruction by 4:30 pm on June 8, 2012

Submit applications to:

Amy French
Wisconsin Department of Public Instruction
Division for Libraries and Technology
125 South Webster Street
Madison, WI 53703

Note: This grant is funded through the FY2010-11 *Enhancing Education Through Technology* (EETT) Program (Title II, Part D of *No Child Left Behind*).

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Wisconsin Guidance

No Child Left Behind Act of 2001 (NCLB), Title II Part D: Enhancing Education Through Technology (EETT) Competitive Program

This guidance is provided to assist districts in their preparation of the competitive application as it applies to the Title II Part D, Enhancing Education Through Technology (EETT) program. This guidance is intended for the competitive funds only.

Introduction

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (PL 107-110). This legislation, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), provided increased flexibility and local control to states and school districts, emphasizes strong accountability for results, offers expanded options for parents of disadvantaged children, and supports teaching methods that have a solid scientific research foundation. (The legislation is available on the U.S. Department of Education's website at <http://www.ed.gov/nclb>)

The reauthorized ESEA establishes the Enhancing Education Through Technology (EETT) Program (<http://www.ed.gov/programs/edtech/index.html>), which consolidated the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant Program into a single state formula grant program (ESEA Title II, Part D, Subpart 1).

The primary goal of the EETT program is to improve student academic achievement through the use of technology in schools. It is also designed to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of eighth grade and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

Under the EETT program, the U.S. Department of Education provides grants to State Educational Agencies (SEAs) on the basis of their proportionate share of funding under Part A of Title I. Wisconsin may retain up to 5 percent of their allocation for state-level activities. Wisconsin may distribute one-half of the remainder by formula to eligible local educational agencies (LEAs) and the other one-half competitively to eligible local entities or eligible local partnerships.

This document provides guidance on the purposes and goals of the competitive EETT program, the state and local application processes and an entity's eligibility for a grant award, the uses of EETT funds, other programmatic requirements, and the relationship of various flexibility provisions to the program. The Wisconsin Department of Public Instruction (DPI) will supplement this document with further guidance as additional issues arise during implementation of the program.

NCLB Enhancing Education Through Technology (EETT) Title II Part D

Goals of the National Program

The primary goal of the EETT program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is designed to assist every student—regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

The Purposes of the National Program

EETT is designed to:

- Assist states and localities in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement;
- Encourage the establishment or expansion of initiatives (including those involving public-private partnerships) that are designed to increase access to technology, particularly in schools served by “high-need local educational agencies”;
- Assist states and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and teachers;
- Support initiatives that enable schools and administrators to integrate technology effectively into curriculum and instruction that are aligned with state standards, through such means as high-quality professional development programs;
- Enhance ongoing professional development for teachers, principals, and administrators by providing ongoing access to training and updated research in teaching and learning through electronic means;
- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions;
- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators;

OR

- Support the rigorous evaluation of programs funded under Title II Part D, particularly identifying the conditions under which educational technology raises student academic achievement, and ensuring that the results are widely accessible through electronic means.

Wisconsin EETT Competitive ITL/Common Core Standards Integration Project

Summary

The grant recipient will coordinate a process during the summer of 2012 for educators to identify quality Internet/online resources that align with both the Wisconsin Information and Technology Literacy Standards (ITLS) and the Common Core Standards. A document has been created that aligns the ITLS and the English Language Arts Common Core Standards and is available at: <http://tinyurl.com/ITLSWI>. The grant recipient will make the results available for a DPI website accessible to everyone in the state. We expect to award one grant. Depending on the projects submitted and their ability to collaborate, we reserve the right to award more than one.

Wisconsin is moving from our current Student Model Academic Standards in English Language Arts and Mathematics. We are also implementing our new statewide Wisconsin Digital Learning Plan which will require technology literacy of students and teachers to succeed. This grant is designed to identify and disseminate Internet resources for students in the content areas that incorporate the Information and Technology Literacy Standards and Common Core Standards. This will assist students in meeting the new rigorous content standards with new digital tools and skills. The project will include the creation of professional development materials to assist teacher in using the new tools and resources. The Wisconsin Department of Public Instruction will make these resources accessible to all educators in the state through a resource portal currently in development.

The grant requires collaboration and representation from across the state's geographic regions as well as rural, urban and suburban districts. This provides an opportunity to build on and collect work already being done across the state. It also provides a very visible and constructive example of how the statewide resource portal can be used.

Project Requirements (FY2012)

The grantee will be expected to:

- Work with representatives from a consortium including high poverty LEAs, rural, urban, that includes statewide geographic representation to the extent possible.
- Recruit qualified educators, administrators and school librarians to find and/or create quality digital resources that will be used for instruction in areas where Common Core and ITL standards are aligned.
- Work with DPI content consultants to insure that identified resources will integrate with current efforts to implement the Common Core Standards. To the extent possible, resources will be evaluated on criteria identified Open Education, Education Resources Rubrics developed by Achieve, Inc. (see: <http://www.achieve.org/oer-rubrics>).
- Work with the DPI to metatag the resources so that they can be searched efficiently.
- Where possible use existing resources available throughout Wisconsin such as BadgerLink, ECB, Thinkfinity, Ideas Network, CCBC, etc.
- Develop online professional development and, instructional resources integrating the updated Information and Technology Literacy and Common Core Standards. Include samples of how to replicate these in classrooms across the state.

- Submit resources to DPI as they are identified. DPI will have a web presence available for the submission of these resources.
- Use the document at <http://tinyurl.com/ITLSWI> to determine categories of resources that will assist students/teachers in learning material related to the English Language Arts Common Core Standards and ITLS.
- Document timeline and dates of events related to identification and collection of the resources.
- Provide an end of project summary report that will include documentation showing people and/or groups who worked on this project, list of standards that now have resources available, recommendations for continuing this work based on a project evaluation measure chosen by the grantee.
- Provide a plan to disseminate the resulting resources and professional development materials to Wisconsin educators.

Evaluation Criteria for Applications

- The extent to which the grant is representative of high poverty LEAs, rural, urban, and includes statewide geographic representation.
- The extent to which the application provides a realistic plan to meet the requirements listed above.
- The extent to which the grant makes connections with professional content organizations such as WCTE, WSRA, WMC or WEMTA.
- Experience/capacity of the organizations/personnel listed in the application to provide support to participants vetting and creating resources within the budget of the grant via summer workshops.
- The extent to which the application provides a plan for sustaining and updating resource portal beyond the life of the grant.

Implementation, Budget, and Funding Strategies

Provide a timeline for the project. List the activities to be performed to achieve the objectives. For each activity include: 1) a projected date(s) for the activity; 2) what will be done; 3) who is responsible, 4) what materials/equipment/contracts will be needed; 5) cost estimate; and 6) how the activity will be evaluated. Explain costs related to the items explained in the implementation strategies and budget summary. This could be in narrative and/or chart format. Improved student achievement must be a primary aspect of the project being proposed. Twenty-five percent of funds must be used for professional development that is uniformly implemented across the entire district or eligible local partnership and that is facilitated and expended by the project manager. Any schools identified for improvement must be identified and the proposal must define how the school will be impacted by the project. Any chart should be included within the 10-page limit.

Maximum Grant Award(s) (FY2012)

The DPI will award a maximum grant(s) of \$83,484.48. We expect to award one grant, however, depending on the projects submitted and their ability to collaborate, we reserve the right to award more than one.

Eligibility (Updated FY 2012)

Who can be a fiscal agent?

If an eligible local partnership receives an EETT competitive award, an LEA or CESA must serve as the fiscal agent for the partnership. Only consortium applications will be accepted. CESAs may not apply individually. All fiscal agents should review the Fiscal Agent Policy developed by DPI. This policy may be found at <http://dpi.wi.gov/sfs/doc/fisagnt.doc>.

How is equitable distribution among urban and rural areas determined?

The DPI must ensure an equitable distribution of EETT competitive grant funds among urban and rural areas, according to the demonstrated need of those LEAs serving the areas.

What is an “eligible local entity” for purposes of an EETT competition?

An eligible local entity is either a “high-need local educational agency” or an “eligible local partnership.” Only eligible local entities in a consortium may receive EETT competitive grant funds for this grant.

What is a “high-need local educational agency?”

A “high-need local educational agency” is an LEA that meets the following two criteria:

- A “high need local educational agency” are those LEAs in the state with the highest numbers or percentages of children from families with incomes below the poverty line*; (In Wisconsin this has been determined to be 16% or greater. A list may be found online at <http://tinyurl.com/WI2012EETT>.)

AND

- Serves one or more schools identified for improvement under Section 1116 of the ESEA, or has a substantial need for assistance in acquiring and using technology.

For purposes of this program, the term “poverty line” means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved (ESEA Section 9101(33)). (See the U.S. Census website at <http://www.census.gov/hhes/www/saipe/>.)

What is an “eligible local partnership?”

An “eligible local partnership” is a partnership that includes at least one high-need LEA and at least one of the following:

- An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
- An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the state as low-performing under that act.
- A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.

- A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.
- The an “eligible local partnership” may also include other LEAs, educational service agencies, public libraries, or other educational entities appropriate to provide local programs.
- A CESA may join one or facilitate/provide leadership with an “eligible local partnership” application.

Local Application Requirements

To receive EETT funds, does an LEA or eligible local entity need a certified educational technology plan?

Yes. Before receiving EETT funds, an eligible applicant must have a certified long-range strategic educational technology plan that is consistent with the objectives of the *Wisconsin Educational Information and Technology Plan PK-12* and that addresses the statutory local plan requirements.

Internet Safety (Updated 2010)

How do the requirements of the Children’s Internet Protection Act (CIPA) affect LEAs that receive EETT funds?

Subpart 4 of the EETT legislation incorporates into the ESEA the requirements of the Children’s Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing current Internet safety policies that include CIPA requirement resulting from the Broadband Data Improvement Act of October 2008. As a condition of participating in the EETT program, LEAs must submit a CIPA certification form to their SEA. *The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do not already certify compliance with CIPA as part of the E-rate process and for which EETT funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.* The CIPA requirements in the ESEA do not apply to schools that already certify compliance with CIPA as part of the E-rate process. (These schools are governed by other CIPA provisions and must submit their CIPA certifications to the Federal Communications Commission.)

What kind of CIPA certification must an LEA file with the DPI?

An LEA seeking EETT funds must certify to WDPI that *one* of the following conditions exists:

OR

Every “applicable school” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA. (An “applicable school” is an elementary or secondary school that does *not* already certify compliance with CIPA as part of the e-Rate process and for which EETT funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.)

OR

The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

Information about CIPA certification is located at <http://dpi.wi.gov/pld/cipafaq.html>.

Equitable Participation of Private School Students and Educators

What do the equitable participation provisions require LEAs and eligible local entities to do?

- a. LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Therefore, for both EETT formula and competitive awards, the consultation should begin during the development of the local grant proposals. Eligible LEAs that seek both competitive and formula funding under EETT may engage in consultations that simultaneously involve the EETT competitive and formula grants.
- b. LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

What if there are not private schools located within our district?

As you complete the narrative, explain that you do not have any private schools located within your district that selected to participate in Title IID Competitive program on the district Consolidated Application.

Application Requirements

Your application will not be considered unless all of the requirements are met.

1. The narrative portion of the application must be spaced one and one-half lines and printed in a standard font in 12-point type or larger. Charts and tables within the narrative may be single spaced and 10-point font. Margins should be one inch on all sides. *All required information in Sections V - VII must be included within the maximum of 10 pages.* Section IX Budget Summary and Section X Consortium Verification are not included within the maximum of 10 pages.
2. *Five copies* of the application must be submitted. One *must* have original signatures and be identified as the original.
3. The application *must* include a PI-9550-A form with an original signature for *each* private school within your *district(s)* *unless this form was included as part of the district consolidated application for formula funds submitted by June 8, 2012.*
4. The application must arrive at the Department of Public Instruction, Instructional Media and Technology Team office by June 8, 2012 by 4:30 pm. The IMT Team office is located on the fifth floor of the GEF 3, 125 S. Webster Street, P O Box 7841, Madison, WI 53707-7841.

Timeline (UPDATED FY2012)

Application form will be posted on the Instructional Media and Technology website by May 8, 2012

- Applications due to WDPI by 4:30 pm on June 8, 2012
- All encumbrances due by September 30, 2012